# P15interview synopsis

## Profile

Include information like

* 40s
* 16 years
* Headteacher
* Glenboig Primary

## Contextual insights

These are insights that won’t be communicated through grouping quotes on Miro, like relevant stories or anecdotes that emerge throughout the interview conversation (examples below).

Each interview synopsis should have contributions from at least two researchers. Same or similar insights between the researchers should be kept.

### Researcher 1:

* Very busy and diverse role – doesn't finish working until 1am- works 3 hours every night after 10pm.
* CPD – often comes from needs or wants of the students. For example she went and learned Basketball in order. She has chosen to do Excellence in headship, but has to do the LA stuff. Sometimes this is ‘box ticking’
* Does a lot of reading – conxtextual research – books and online – for example a sensory issue
* Relationships, family group - informal whatsapp groups etc, Twitter
* Has a lot of experience of care leaver support
* Family groups are matched based on SMID – her school is fairly affluent for the area
* Her last school didn’t have a lot of Care Leaver experience, yet this one has a lot
* She knew that PLL was the Excellence in Headship programme , and knew it was under PLL brand which was SCEL
* Barely uses NIH – laughed asked about this - said at least 6 months ago
* Does use the ES website for data, attainment – creating her own spreadsheets
* Have a facility for emailing
* Uses a Team app – can get across messages to all parents through the app – uses for basketball – can be used outside of the school building
* Other apps have to be used in the building – SEMIS? Can’t be accessed outside the school, pastoral notes about students, programme for recording attendance, everything personal to a pupil (frustrating that has to be done in the school)
* The staff use Share My Homework – as a head I don’t look at this , but it is up to me that they use them
* Twitter – she dictates the Twitter rules – her teachers don’t link their profiles to the school for child protection issues
* Much of the decisioning is hers around the tools the teachers use
* Lots of data recording and reviews in her role – loads of different platforms – none that are used that often – the council don’t
* Mentions of First Class/ Uses Glow
* Complains the LA don’t understand why they problems
* She would prefer just to use Glow – because it was her email system
* Most decisions on platforms come from the LA
* DOJO – is new – used in every class – consistency of approach in the school to rewards
* Digital pus everything in one place – online or in your laptop – speed is a benefit too
* Views of ES – they just aren’t part of my every day job – so removed from schools
* Goes to events and they’re good its just that the contact isn’t regular enough
* Need follow up and contact after the events
* They are viewed as big and bad – inspections can be inconsistent – something needs to be done about it
* Was aware that ES does the inspections
* Knew that Glow was ES
* ES – first word that came to mind was apathetic
* The probably think its active
* Great quote about outsourcing the research

### Researcher 2:

* Lots of mentions of finding it hard to source lesson plans and training for working with disabled children;
* Relies heavily on word of mouth and Facebook to find lesson plans

### Themes

These are words to describe the key areas of discussion or insight from the interview, either directly or where they relate to Education Scotland specific research areas.

* Disability
* CPD
* Social media

Quotes

Quote from 4.27 -

(Transcript is terrible but talks of her learning basketball, and then gone to Excellence in Headship)

Unknown Speaker 24:29 (Again Trascript is terrible, but there’s a good bit about the LA percention of the digital tools)

So I've got I think I can instead so I have to go into a platform but I record violent incidents. Call record all staff absences. I also have to give us staff salaries. Well,

it is so vague as it performs, and because you don't use them that often is so time consuming.

To change do some of these things because we don't already in the same system as education doesn't already in the same digital system as the rest of the authority, so they don't see why it's an issue to eyes that we are seeing some that we use entirely definite SOC you use a digital email system, we use a needle engine internet system in terms of glue, but yeah but expected to be able to use nl connect and CMS, and I turn and set us up for now since I can't remember how to access so it's like, what, so Okay, yeah.

What do you use for managing your documents need emails and all that stuff.

So at the moment we use first class. Okay, and I just put things in folders and my documents, I do store someone cool I'm getting slightly beta it since I lost four years worth of work on a laptop. Okay.

So good, so you do use glow sparingly then

on its increasing. I would rather that glue was just a platform, because when I used the old glue which everybody hated and I last. But I use that nice to Martin Sherman a tortilla. And that was just an email system so you had to go into every day. And because you had to go into it, you just got to be using it. When it's when you don't have to use it and this is what I'm kind of contradicting myself. But when you're not forced to use it then, or you're not using it in a daily basis, it just becomes a hassle so yeah boy.

Yeah. Okey dokey I'm hearing that, okay if I can jump back slightly to one of the questions I was having so now we've kind of covered glow in some of these other platforms or digital tools that you're using. And some of the conversation has come up privately we've been asking teachers, why is it that you use, why do you use that Apple. Why do you use this system who dictates who you use that with, and sometimes a lot of teachers don't know. And so one of my questions to you as. Do you feel it's you that has the authority or the power over what systems they use, or is that dictated to you from education Scotland or your local authority,

obviously the majority of it comes from the authority. Okey dokey. Do you think we do Savoy cpgs Ville. Okey dokey in that comes from local authorities Oh, yeah. Okie dokie is that anything that your staff uses you've enabled them to purely just. Yeah, packet themselves and if it works, it works. tighter. And that's a choice s a choice, a heads up from a team is a choice. And this collapse or choice

No, you still talk to the each my. Okay, that's good to know.

Unknown Speaker 37:08

“And. Okay, so, like, a couple of questions, basically, and this one's about, use your imagination of you but here I am, so you imagine education Scotland, as a person. And, and you two of you that are in a relationship, what kind of relationship as that

came to mindless apathetic

Apathetic cute Okay, what type of relationship do you think do you think have with you

think they have an active relationship. Okay. Okay. So, so to finalise then.

So I've covered that all off being given this opportunity to voice your opinions or directly feedback, education, Scotland as a head teacher and what you need. And what would you say,

I think it's been really good to get the opportunity I think it's good to vote sourced it and it's not education Scotland come in to get your opinion. I think it's good that it's aim that you know your name's not tied to it because, you know, If it's anonymous you can see exactly what you think, which is better for them. And I think that if you were to do this if I was to set with someone's medication Scotland, doing this, I don't know that I would be as honest. Yeah, because you would be trying to see the date things because you'd be worried that your name must be tired to be selected. Okay.

What a bow, and does that cover any anybody working within education Scotland. Yeah, yeah okay okay

that's good to know I'd say that's interesting.

And, okay, I think that's it. That's perfect. And what I will do as oh actually one last question I have and I will send out in like another sort of permission form, so to speak, and we had an idea in the past, and a couple of weeks of how we are going to demonstrate this and get this information back to education Scotland. A lot of it will be in the form of a report and where. Here is what percentage of people said his key themes, etc. But here is some quotes to actively show that this is the case. Now, with those traditionally more stank ever been spoken to being Scottish. A lot of what I said is not what is said but how it is said, or the or the gap between what is being said, and maybe that small sown that's made or whatever. And like, oh yeah. With that kind of a thing. So, the the idea of potentially using some of this audio, but in small clips and key domains to use but what we would do with that is we would do like that sort of traditional thing you hear on the TV with a sort of alter the sound of the person's voice, and actually being you, but it's they'll catch that on I'm not too sure. And it's quite hard to read that, not sure. So while do those. I just wanted for that idea to see what your opinion was and I will send out a separate sort of form as well just a double check you're okay with that. Okay. But as Perfect, thank you very much and I'm super grateful to you because I can only imagine that a million different things you've got going on today and hopefully this hasn't pushed you to four o'clock in the morning rather than three.

You know officially active basketball strips over athletes fear giant at the end of my life is baby. But sometimes it's good to have something other than the game”